



ONTARIO  
ELEMENTARY  
SOCIAL STUDIES  
TEACHERS  
ASSOCIATION

## OESSTA Primary and Secondary Resource Database for the 2013 Revised SSHG Curriculum

### Key



= book



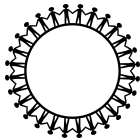
= website



= video



= map



= community resource



= Activity suggestion(s)

### Book Ordering Information

Books noted are widely available on school publisher websites as well as regular booksellers such as Indigo and Amazon. Please have your teacher-librarian search the educational publishers' sites: Saunders Book Company ([saundersbook.ca](http://saundersbook.ca)); WhiteHots ([whitehots.com](http://whitehots.com)); Goodminds ([goodminds.com](http://goodminds.com)); Ella Minnow ([ellaminnow.ca](http://ellaminnow.ca)); TinLids ([tinlids.ca](http://tinlids.ca)) and Scholastic ([scholastic.ca](http://scholastic.ca)) to access educational discounts. This is by no means an exhaustive list.

### Website Access Information

Websites often reindex pages so that the page is available, but not at the noted address. Every effort has been made to maintain currency in our website resources, however if you do encounter a bad link, search the article title (in brackets) in the website (in italics). Due to the nature of the internet, we apologize for any links that may not be current after this document was created.

Several websites listed in this resource require login credentials to which many school boards have bought subscriptions. Speak to your teacher-librarian to get the credentials for sites like Curio, Learn360, OERB and others.



Grade 6 Strand A






**OESSTA Resource Supports for the 2013 Revised SSHG Curriculum**

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**Heritage and Identity: Communities in Canada, Past and Present**

	Resource and Annotation - Inquiry	Curriculum Codes
	<p>Loyie, Oskiniko Larry, Wayne K. Spear, and Constance Brissenden. <i>Residential Schools: With the Words and Images of Survivors</i>. Brantford: Indigenous Education, 2014. Print.</p> <p>This student friendly resource features the stories and images of former survivors of the residential school system in Canada. Students will be able to gather and organize information from a variety of primary sources as well as analyze information relevant to their investigation.</p>	<p>A 2.2 A 2.4</p>
	<p>Hickman, Pamela M. <i>The Komagata Maru and Canada's Anti-Indian Immigration Policies in the Twentieth Century</i>. Toronto: James Lorimer, 2014. Print.</p> <p>In 1914, Gurdit Singh, a Sikh businessman failed in his attempt to enter Canada with 300 of his countrymen to challenge Canada's anti-Asian attitudes. Since then, Canada has changed its immigration policies and the Indo-Canadian community has grown throughout Canada, especially in British Columbia. Students can gather and organize information regarding some of the the reasons people came to Canada and as well as the historical experiences of these groups within Canada over time. From the series: <i>Righting Canada's Wrongs</i></p>	<p>A 2.2</p>





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	<p>Chan, Arlene. <i>The Chinese Head Tax and Anti-Chinese Immigration Policies in the Twentieth Century</i>. Toronto, ON: James Lorimer, 2014. Print.</p> <p>This text features the personal stories and photographs from Chinese Canadians who experienced the injustices of the Head Tax. The text addresses why the head tax was created and the impact it had on Chinese immigration to Canada. Students will be able to ask questions and gather and organize information about how this racism was confronted and acknowledged by the Canadian government. From the series: <i>Righting Canada's Wrongs</i></p>	<p>A 2.1 A 2.2</p>
	<p>Hickman, Pamela, and Masako Fukawa. <i>Japanese Canadian Internment in the Second World War</i>. Toronto, ON: James Lorimer, 2011. Print.</p> <p>Through historical photographs, documents, museum artifacts and personal stories, this book tells the story of the internment of Japanese-Canadians. Students will be able to formulate questions as they investigate the different perspectives on the historical and contemporary experiences of the Japanese community in Canada. From the series: <i>Righting Canada's Wrongs</i></p>	<p>A 2.2 A 2.4 A 2.5</p>
	<p>Hickman, Pamela, and Jean Smith Cavalluzzo. <i>Italian Canadian Internment in the Second World War</i>. Toronto: James Lorimer, 2012. Print.</p> <p>This resource details the history and contributions of the Italian community in Canada. Students can investigate the historical and contemporary experiences of the Italian community in Canada. From the series: <i>Righting Canada's Wrongs</i></p>	<p>A 2.4 A 2.5 A 2.6</p>




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	<p>"Komagata Maru Journey." <i>Komagata Maru Journey</i>. Web. 25 May 2015.  <a href="http://komagatamarujourney.ca/">http://komagatamarujourney.ca/</a></p> <p>Published in 2014 in commemoration of the 100th anniversary of an infamous instance of Canada shutting its borders to immigrants. Rich in primary research material (audio interviews, video interview of descendants, original photos, passenger manifests, etc) students can use this resource to consider the experience of the ship's passengers and the wider reception of Asian immigrants in early 20th century Canada. Teacher resources and lesson plans are available.</p>	<p>A 2.5</p>
	<p>"Canadian Museum of Immigration at Pier 21." <i>Digital Storytelling Gallery 10</i>. Pier 21 Museum, Web. 27 May 2015.  <a href="http://www.pier21.ca/digital-storytelling-gallery-10">http://www.pier21.ca/digital-storytelling-gallery-10</a></p> <p>This collection of primary source interviews gives voice to new Canadians sharing the story of their immigration to Canada. The variety of backgrounds presented allows student to contrast the experience of different communities. All videos are bilingual.</p>	<p>A 2.2</p>
	<p>"My Maps." <i>My Maps</i>. Google, Web. 27 May 2015.  <a href="https://www.google.com/maps/d/u/0/">https://www.google.com/maps/d/u/0/</a></p> <p>Using Google Maps Engine Lite, students can build customized maps to conceptualize numerous topics (the settlement range of a given group, routes of exploration and trade, zones of interaction, movement over time, etc). By sharing and collaborating with each other, students can layer their maps to contrast different groups or time periods.</p>	<p>A 2.3</p>
	<p>"The New Brunswick Irish Portal." <i>The New Brunswick Irish Portal</i>. Provincial Archives of New Brunswick, Web. 27 May 2015.  <a href="http://archives.gnb.ca/Irish/databases_en.html">http://archives.gnb.ca/Irish/databases_en.html</a></p> <p>A rich collection of primary research resources including passenger manifests and newspaper articles which provide background to an extraordinary collection of letters written by Irish emigrants leading up to and during their often harrowing journey to Canada. Students can view original handwritten copies as well as typed transcriptions. By exploring individual stories, students are exposed to multiple perspectives of the immigration experience.</p>	<p>A 2.2</p>


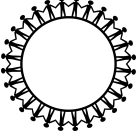
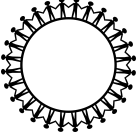
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	<p>"Canadian Museum of Immigration at Pier 21." <i>Canadian Immigration Acts and Legislation</i>. Pier 21 Museum, Web. 27 May 2015. <a href="http://www.pier21.ca/research/immigration-history/canadian-immigration-acts-and-legislation">http://www.pier21.ca/research/immigration-history/canadian-immigration-acts-and-legislation</a></p> <p>"What do immigration rules tell us about Canada?" Simplified overviews of immigration legislation since confederation will facilitate student inquiry into the reception, treatment, conflict and contributions of immigrant communities (the Chinese Immigration Act, the Railway Act, the 1988 Multiculturalism Act). Scans of the primary documents can be viewed online.</p>	<p>A 2.2 A 2.5</p>
	<p>"Passages To Canada." <i>Passages Canada</i>. Historica Canada, Web. 27 May 2015. <a href="http://passagestocanada.com/videos/multiculturalism-and-diversity/">http://passagestocanada.com/videos/multiculturalism-and-diversity/</a></p> <p>A collection of video interviews exploring the immigration experience. Topics covered include adjusting to new life in Canada, multiculturalism and diversity, racism and discrimination, identity, and social justice. Students can engage in primary source research in both official languages. All videos have text transcripts.</p>	<p>A 2.2</p>
	<p>Schafer, Colin Boyd, and Et Al. "Cosmopolis Toronto." <i>Cosmopolis Toronto</i>. Cosmopolis Toronto, Web. 27 May 2015. <a href="http://cosmopolistoronto.com/">http://cosmopolistoronto.com/</a></p> <p>"Photographing the world, one Torontonians at a time." A documentary photography project that explores and celebrates the incredible diversity found in the provincial capital, Toronto (and the wider GTHA). By navigating a digital map, students can see that Toronto is indeed made up of people from every corner of the globe. A photograph is taken of each volunteer in Toronto, and a second with an object that connects them to their homeland. Each photo is accompanied by a short biography divided into three parts: Born In, Toronto as Home, and Connection with the Past.</p>	<p>A 2.3</p>
	<p>Citizenship and Immigration Canada. "War of 1812: Contribution of Black Soldiers in the Fight for Canada - Richard Pierpoint." <i>YouTube</i>. YouTube, 24 Feb. 2012. Web. 18 May 2015. <a href="https://www.youtube.com/watch?v=uCH4cbORsZo">https://www.youtube.com/watch?v=uCH4cbORsZo</a></p> <p>This video is a monologue from the point of view of Richard Pierpoint, a black loyalist who discusses his experiences as an</p>	<p>A 2.5</p>





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	<p>African slave who fought for his freedom, became a farmer and then created a petition to create an all black militia to fight alongside the British in the war of 1812. It helps to highlight the contributions of Black Canadians to our heritage and culture and sheds a light on the inequalities faced by Canadian citizens in our early history. It could be used to spark a discussion about the origins of Black communities in Canada or a discussion about how citizenship did not mean that for all Canadians.</p>	
	<p>"Roots of Bilingualism in Canada" <i>YouTube</i>. Youtube, 5 Dec. 2010. Web. 18 May 2015.  <a href="https://www.youtube.com/watch?v=nUbMS3TU9kM">https://www.youtube.com/watch?v=nUbMS3TU9kM</a></p> <p>This video talks about the origins of bilingualism in Canada and the resistance this decision was met with.</p>	A 2.1
	<p>Immigration to Canada past and present  <a href="http://www.arcgis.com/home/item.html?id=b1aa6ef511964a2e84c9c4e680d440d8">http://www.arcgis.com/home/item.html?id=b1aa6ef511964a2e84c9c4e680d440d8</a></p> <p>This map contains four layers of data showing immigration to Canada. The data show total population and total new immigrant population for Canada every five years from 1901 - 2011, the number of new immigrants by birth country to each province and territory for 2006; the number of permanent residents to Canada by province and territory for 2003 - 2012; and the number of immigrants and recent immigrants to Canada by major city for 2011.</p>	A 2.3
	<p>"Remembering Black Loyalists - Black Loyalist Communities in Nova Scotia." <i>Nova Scotia Museum</i>. Nova Scotia Museum. Web. 01 June 2015.  <a href="http://www.novascotia.ca/museum/blackloyalists/communities.htm">http://www.novascotia.ca/museum/blackloyalists/communities.htm</a></p> <p>This map refers to the 40,000 newcomers, who are known today as United Empire Loyalists. The group settled in the British colony of Nova Scotia between 1776 and 1785. About 3,500 Black Loyalists were included in this group. This map can be used to inquire about descendants of the black loyalists living in Nova Scotia.</p>	A 2.3

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	<p>"First Nations Map." <i>The Chiefs of Ontario</i>. The Chiefs of Ontario. Web. 14 June 2015.  <a href="http://www.chiefs-of-ontario.org/map">http://www.chiefs-of-ontario.org/map</a></p> <p>This map identifies the locations of current First Nations groups in Ontario with connections to band chiefs. This may be useful as students explore the histories of particular groups.</p>	<p>A 2.3</p>
	<p>Ontario Federation of Indigenous Friendship Centres: Field Study &amp; School/Community Partnership</p> <p>OFIFC. OFIFC. Web. 22 May 2015.  <a href="http://ofifc.org/">http://ofifc.org/</a></p> <p>Friendship Centres are meeting places for urban aboriginals. One of their mandates is to connect with non-aboriginals to tell their stories in their own voices. Use the Friendship Centre Locator tab to find a centre near you to arrange a field trip or to invite a speaker into your classroom.</p>	<p>A 2.5</p>
	<p>The Black Canadian Experience in Ontario: Field Study</p> <p>"The Black Canadian Experience in Ontario 1834-1914: Flight, Freedom, Foundation." <i>Archives of Ontario</i>. Queen's Printer for Ontario. Web. 22 May 2015.  <a href="http://www.archives.gov.on.ca/en/explore/online/black_history/index.aspx">http://www.archives.gov.on.ca/en/explore/online/black_history/index.aspx</a></p> <p>Visit the archives in person at York University, 134 Ian MacDonald Blvd, North York, ON or online.</p>	<p>A 2.5</p>

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	Resource and Annotation - Understanding Context	Curriculum Codes
	<p>Robertson, David, and Scott B. Henderson. <i>The Ballad of Nancy April</i>: Shawnadithit. Winnipeg Highwater Press, 2014. Print.</p> <p>Nancy April Shawnadithit is known as the last survivor of the Beothuks or Red Indians of Newfoundland. As the last survivor, much of what is known of the custom, language and the demise of the Beothuk peoples comes directly from her. This graphic novel is one of six stories that belong to the Tales from Big Spirit series that features Canadian indigenous heroes.</p>	<p>A 3.3 A 3.4</p>
	<p>Jordan-Fenton, Christy, Liz Amini-Holmes, and Margaret Pokiak-Fenton. <i>Fatty Legs: A True Story</i>. Toronto: Annick, 2010. Print.</p> <p>This text features the true story of Margaret Pokiak. Margaret was forced to attend a residential school but was eventually able to leave the system. This resource will allow students to gather and organize information about the impact of residential schools on First Nations families and communities. This resource is also available as an ebook with online resources that includes lesson plans from the publisher.</p>	<p>A 3.4 A 3.5</p>
	<p>Jordan-Fenton, Christy, Liz Amini-Holmes, and Margaret Pokiak-Fenton. <i>A Stranger at Home: A True Story</i>. Toronto: Annick, 2011. Print.</p> <p>This text is the true account of a young Inuvialuit girl's struggle to reclaim her place within her community when she arrives home from a residential school. This resource will allow students to examine the legacy of residential schools and the challenges/barriers it created within First Nations families.</p>	<p>A 3.4 A 3.5</p>
	<p>Wilson, Janet. <i>Shannen and the Dream for a School</i>. Toronto: Second Story, 2011. Print.</p> <p>This resource is the true story of Shannen Koostachin and the people of Attawapiskat First Nation, a Northern Cree community who have been fighting for a new school since 1979 when a fuel spill contaminated their original school building.</p>	<p>A 3.6</p>






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	<p>Robinson, Anthony, Annemarie Young, and June Allan. <i>Mohammed's Journey: A Refugee Diary</i>. London: Frances Lincoln Children's, 2009. Print.</p> <p>This resource details many of the reasons people choose to leave their country of origin. Although the final destination for Mohammed is not Canada, the story and images allow readers to understand what it means to be refugee and the struggles they go through as they embark on the treacherous journey of seeking a place of safe refuge.</p>	<p>A 3.1</p>
	<p>"Canadian Museum of Immigration at Pier 21." <i>Culture Trunks</i>. Pier 21 Museum, Web. 27 May 2015.  <a href="http://www.pier21.ca/schoolsandkids/students/culture-trunks">http://www.pier21.ca/schoolsandkids/students/culture-trunks</a></p> <p>Using the metaphor of the travel trunk, the Pier 21 Museum has created a highly detailed set of resources concerning the Italian, Hungarian and Dutch communities in Canada. Each trunk includes archival photographs, family stories, and a rich collection of digital artefacts (digitized immigration papers, newspaper articles and ID cards).</p>	<p>A 3.1 A 3.5 A 3.6</p>
	<p><i>Road to Justice</i>. The Metro Toronto Chinese &amp; Southeast Asian Legal Clinic. Web. 01 November 2015.  <a href="http://www.roadtojustice.ca/home">http://www.roadtojustice.ca/home</a></p> <p>Using an interactive timeline, Road to Justice allows students to explore a collection of historical documents and articles to tell the story of the Chinese community in Canada; their reception, the challenges they faced, and the campaign for redress.</p>	<p>A 3.5</p>
	<p>"UNHCR - Welcome to Against All Odds." <i>UNHCR - Against All Odds</i>. United Nations Human Rights Commission, Web. 27 May 2015.  <a href="http://www.playagainstallodds.ca">http://www.playagainstallodds.ca</a></p> <p>This interactive activity from the UNHCR invites students to explore the difficult choices facing refugees and migrants, helping them to understand the factors that motivate immigrants to leave their home countries.</p>	<p>A 3.1</p>





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	<p>Civilization.ca - The Last Best West: Advertising for Immigrants to Western Canada, 1870-1930." <i>Canadian Museum of History</i>. Museum of Canadian History, Web. 27 May 2015.  <a href="http://www.historymuseum.ca/cmhc/exhibitions/hist/advertis/adindexe.shtml">http://www.historymuseum.ca/cmhc/exhibitions/hist/advertis/adindexe.shtml</a></p> <p>Through a collection of posters and pamphlets from the National Library and National Archives of Canada, this online exhibit explores the efforts of the Canadian government to attract immigrants from Britain and other European countries during the nineteenth and early twentieth centuries. The interactions between the government and migrant groups, in particular the target groups, reveal government bias.</p>	<p>A 3.5</p>
	<p>"Black History Canada." <i>Black History Canada</i>. Historica Canada, Web. 27 May 2015.  <a href="http://www.blackhistorycanada.ca/index.php?lang=en">http://www.blackhistorycanada.ca/index.php?lang=en</a></p> <p>Addressing the Afro-Canadian experience in Canada and its neighbouring colonies from the period of enslavement (14th-18th centuries), settlement of free Black communities and contemporary immigration. Cultural and political contributions to Canada are specifically explored. A section of biographies gives an overview of notable Afro-Canadians and a timeline highlights significant events impacting the Black community in Canada.</p>	<p>A 3.1 A 3.3 A 3.4</p>
	<p><i>Connections New and Old</i>. Historica Canada. Web. 25 May 2015.  <a href="http://asia-canada.ca/">http://asia-canada.ca/</a></p> <p>A resource that helps students uncover the historical and contemporary connections between the Asia-Pacific region and Canada. <i>Converging Imaginations</i> explores historical accounts of the far east and early trade relationships, while <i>Meeting of Cultures</i> recounts points of contact. Social issues are explored in the context of the the Asian-Canadian community: tensions, fairness, tolerance and citizenship.</p>	<p>A 3.1 A 3.3 A 3.4</p>
	<p>"The Famous Five and the Persons Case." <i>YouTube</i>. YouTube, 17 Mar. 2014. Web. 18 May 2015.  <a href="https://www.youtube.com/watch?v=if_pyx5dm9Y">https://www.youtube.com/watch?v=if_pyx5dm9Y</a></p> <p>This video documents the story of the famous five, women who fought to have women recognized as persons by the Canadian government and earn the right to vote, to own property and to take</p>	<p>A 3.4</p>

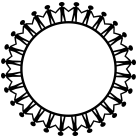
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	<p>part in government. It gives a brief history of each woman and her contributions to women's rights. It could be used as material to help answer the questions: Which Canadian citizens benefitted most from the BNA Act? How would life in Canada be different for women if it weren't for the Famous Five?</p>	
	<p>"First Nations and the War of 1812." <i>War of 1812</i>. RCGS/HDI/Parks Canada, 2011. Web. 18 May 2015.  <a href="http://www.eighteentwelve.ca/?q=eng/Topic/9">http://www.eighteentwelve.ca/?q=eng/Topic/9</a></p> <p>This series of short videos by a Canadian historian talks about the contributions of Six Nations warriors in the battle of 1812 that have previously gone unrecognized. It is a great tool for highlighting the reasons why people from different communities need to work together and how different philosophies about life affect behaviour and decisions. The unfair treatment of First Nations warriors after the war (Americans and British turning back on promises made before they joined forces to fight) explains the roots of conflict among the two groups that still persists today. The text that accompanies the videos is very helpful in clarifying and reinforcing the information they contain.</p>	A 3.5
	<p>"Justice for Aboriginal Peoples -- It's Time." <i>YouTube</i>. PSAC AFPC. Web. 05 Nov. 2015.  <a href="https://youtu.be/r5DrXZUlinU">https://youtu.be/r5DrXZUlinU</a></p> <p>With is resource students can describe significant developments or events in the history of a community in Canada. This video highlights significant events in the history of First Nations people in Canada.</p>	A 3.4
	<p>"The Long Voyage: From Pigtails and Coolies to the New Canadian Mosaic." <i>Chinese Canadian and Head Tax Stories</i>. Citizenship and Immigration Canada, 2015. Web. 18 May 2015.  <a href="http://access-cht.ca/chinese-history/trailer/?lang=en">http://access-cht.ca/chinese-history/trailer/?lang=en</a></p> <p>This animated video outlines the history of Chinese peoples in Canada. There are no words in the video but a rich text accompanies the video which describes what is being depicted in the film. It is a great tool for showing the causes for immigration, the challenges of integrating with a new culture and the ways in which racism can become embedded in our public institutions.</p>	A 3.1 A 3.3

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	<p>"Canada Immigration Past and Present." <i>ArcGIS Online</i>. ESRI, Web. 01 June 2015.  <a href="http://www.arcgis.com/home/item.html?id=b1aa6ef511964a2e84c9c4e680d440d8">http://www.arcgis.com/home/item.html?id=b1aa6ef511964a2e84c9c4e680d440d8</a></p> <p>This map contains four layers of data showing immigration to Canada. It highlights the total population and total new immigrant population for Canada every five years from 1901 - 2011. Data about new immigrants is included.</p>	<p>A 3.1</p>
	<p>"Asians in Canada." <i>Asians in Canada</i>. Historica Canada. Web. 07 June 2015.  <a href="http://asia-canada.ca/changing-perspectives-0">http://asia-canada.ca/changing-perspectives-0</a></p> <p>See the locations of different groups that have settled in Canada. Create a spatial journal using information obtained from the site.</p>	<p>A 3.3</p>
	<p>"Immigration to Canada past and present" <i>ArcGIS</i>. ESRI, Web. 30 May 2015.  <a href="http://www.arcgis.com/home/item.html?id=35ffd3a1394e4432b369a2d9cd096d35">http://www.arcgis.com/home/item.html?id=35ffd3a1394e4432b369a2d9cd096d35</a></p> <p>This story map focuses on the contributions of black Canadians. This is useful as students inquire about the contributions of different groups in Canada.</p>	<p>A 3.3</p>
	<p>Ontario Historical Society: Field Study</p> <p>"For Teachers." <i>Ontario Heritage Directory</i>. The Ontario Historical Society. Web. 22 May 2015.  <a href="https://www.ontariohistoricalsociety.ca/index.php/education-publications/for-teachers">https://www.ontariohistoricalsociety.ca/index.php/education-publications/for-teachers</a></p> <p>Use this site to locate local cultural centres which you can visit/contact to gain access to primary documents or access information about different cultural groups in your area.</p>	<p>A 3.2 A 3.3</p>

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	<p>List of Ontario Public Libraries: Field Study</p> <p>"Ontario Public Libraries." <i>Ministry of Tourism, Culture &amp; Sport</i>. Queen's Printer for Ontario, 2015. Web. 22 May 2015. <a href="http://www.mtc.gov.on.ca/en/libraries/oplweb.shtml">http://www.mtc.gov.on.ca/en/libraries/oplweb.shtml</a></p> <p>Find your local library in the list. From the homepage on the library website, look for links to local genealogy and community organizations or for a contact number for a research librarian.</p>	A 3.7
	<p>Women's Legal Education and Action Fund: School and Community Partnerships</p> <p>"Education Programs." <i>LEAF</i>. Women's Legal Education and Action Fund, 17 June 2014. Web. 22 May 2015. <a href="http://www.leaf.ca/education/education-programs/">http://www.leaf.ca/education/education-programs/</a></p> <p>Use the link provided to connect with a woman in your community who could come in to speak to your class about this women's rights organization and the kind of work that it does.</p>	A 3.6

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### Professional Resources

CBC. "Canada A People's History 11 of 17 The Great Transformation 1886 1915 DVD." YouTube. YouTube, 2001. Web. 18 May 2015.

[https://www.youtube.com/watch?v=6j0UCdN\\_Y60](https://www.youtube.com/watch?v=6j0UCdN_Y60)

This episode, entitled The Great Transformation 1896-1915, discusses the massive wave of immigration that occurred during this time and how it affected emerging Canadian society and culture. It shows causes for migration (poverty in Europe, gold rush in the west, offers for free land) and the consequences (racism, attempts to protect language and culture, developing a national identity). It could be viewed in 15 minute chunks over a period of time.

Sellars, Bev. *They Called Me Number One: Secrets and Survival at an Indian Residential School*. Vancouver: Talon, 2013. Print.

This novel details the story of Bev Sellars as a student at a the St. Joseph Mission residential school. In this book, Bev speaks to the inhumane and humiliating treatment she received while there; being addressed by a number instead of her birth name being one of the poignant memories that had a tremendous impact on how she saw herself. The vividly address the impacts residential school had on her, her family and the journey of she embarked towards personal healing.

"Education Historica." *Historica*. Historica Canada. Web. 31 May 2015.

Historica Canada - Education

<https://www.historicacanada.ca/content/education>

A search engine allowing teachers to source media, lesson ideas and primary source material by applying filters specific to theme and time period.

"Aboriginal Presence in Our Schools." *Aboriginal Presence in Our Schools*. District School Board Ontario North East. Web. 27 Oct. 2015. [http://www.dsb1.ca/aboriginal/pdfs/DSB1-Aboriginal\\_Presence\\_in\\_Our\\_Schools.pdf](http://www.dsb1.ca/aboriginal/pdfs/DSB1-Aboriginal_Presence_in_Our_Schools.pdf)

This resource from the District School Board Ontario North East provides guidance for teachers on how they can approach First Nation, Metis and Inuit communities and learning resources. The school board conducted research and consulted with groups to create a meaningful, accurate resource to build Aboriginal cultural awareness.